

## Work sample: Writing a recipe – Yummy fruit sticks

### Relevant part of the achievement standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read aloud fluently and expressively, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They talk about their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

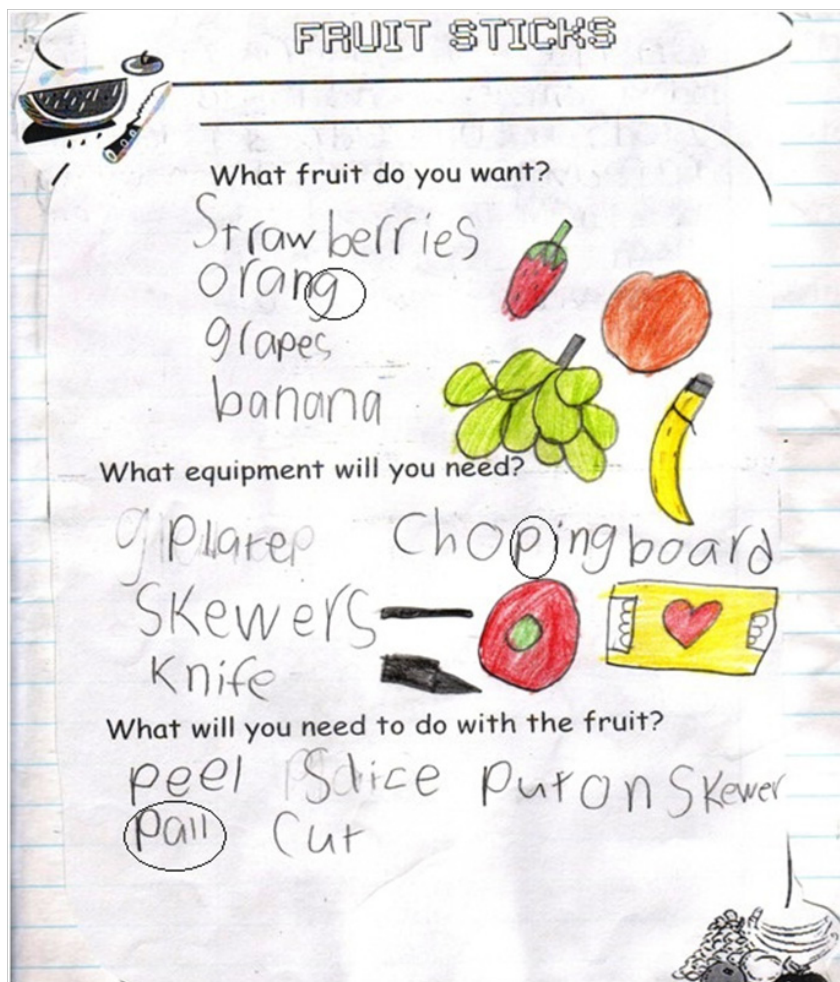
### Summary of task

After making and eating fruit sticks students were asked to write a recipe to describe the procedure. Completion of the task comprised several steps:

- completion of a worksheet that scaffolded features of the text type
- consideration of feedback provided by the teacher on the worksheet
- writing the recipe using ICT, editing mistakes including misspelt words as highlighted by the teacher on the worksheet

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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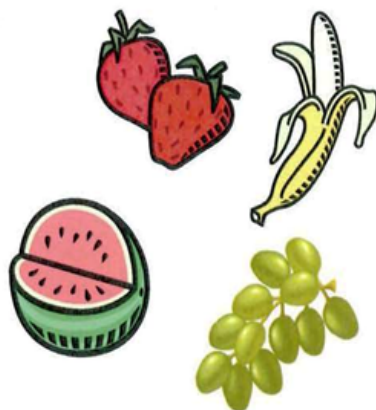
### Annotations

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### YUMMY FRUIT STICKS

#### You Need

- Grapes
- Strawberries
- Banana
- Watermelon
- Knife
- Plate
- Chopping board
- Skewer
- Potato peeler
- 



#### WHAT TO DO

1. PEEL THE FRUIT.
2. CUT THE FRUIT INTO 5CM PIECES.
3. PUT THE FRUIT ON THE SKEWER.
4. CLEAN UP YOUR MESS.

#### TRY THIS:

**MELT THE CHOCOLATE AND PUT IT  
INTO THE BOWL.  
DIP YOUR FRUIT INTO IT.**

**Eat And Enjoy.**



#### Annotations

Uses structures appropriate for a procedure text, including headings and bullet points.

Uses appropriate images to support the meaning of the text.

Uses familiar and some new topic specific vocabulary, for example 'peel', 'fruit', 'skewer'.

Uses numbered steps to indicate sequence of a process.

Writes simple sentences using action verbs, for example 'Cut the fruit.'

Uses adverbial phrases to clarify instructions, for example 'on the skewer'.

Spells correctly known irregular words, for example 'put', 'you', and edits and corrects new words for final publication, for example 'chopping' (see worksheet).

#### Annotation summary

This work sample demonstrates the development of a multimodal procedure text based on a personal experience. It shows understanding of the purpose and structure of the type of text including ingredients and method. The text demonstrates understanding of text presentation features including layout, use of fonts and images. The worksheet and the work sample demonstrate the writing process undertaken by the student, with teacher assistance, from planning to final published text.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.